Crosswalk of the Common Core Standards, Standards for the 21st-Century Learner, and ISTE NETS-S

English Language Arts Crosswalk (K-6)

Standard 1: Inquire, think critically, and gain knowledge.

| AASL Standards | ISTE NETS-S | Common Core Crosswalk |
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| 1.1 Skills | | |
| |  | | --- | | 1.1.1 Follow an inquiry-based process in seeking knowledge in curricular subjects and make the real world connection for using this process in own life. | | 3a. plan strategies to guide inquiry  3b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media  3c. evaluate and select information sources and digital tools based on the appropriateness to specific tasks  4a. identify and define authentic problems and significant questions for investigation  4b. plan and manage activities to develop a solution or complete a project  4c. collect and analyze data to identify solutions and/or make informed decisions | CC.3.SL.1.d Comprehension and Collaboration: Explain their own ideas and understanding in light of the discussion.  CC.3.W.7 Research to Build and Present Knowledge: Conduct short research projects that build knowledge about a topic.  CC.3.W.8 Research to Build and Present Knowledge: Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.  CC.4.W.7 Research to Build and Present Knowledge: Conduct short research projects that build knowledge through investigation of different aspects of a topic.  CC.4.W.8 Research to Build and Present Knowledge: Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.  CC.5.W.7 Research to Build and Present Knowledge: Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.  CC.5.W.8 Research to Build and Present Knowledge: Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.  CC.6.W.1.a Text Types and Purposes: Introduce claim(s) and organize the reasons and evidence clearly.  CC.6.W.2.a Text Types and Purposes: Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.  CC.6.W.7 Research to Build and Present Knowledge: Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. |

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| 1.1.2 Use prior and background knowledge as context for new learning. | 1a. apply existing knowledge to generate new ideas, products, or processes  1c. use models and simulations to explore complex systems and issues  3b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media  4c. collect and analyze data to identify solutions and/or make informed decisions | CC.K.L.4 Vocabulary Acquisition and Use: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.  CC.K.R.I.4 Craft and Structure: With prompting and support, ask and answer questions about unknown words in a text.  CC.K.R.L.4 Craft and Structure: Ask and answer questions about unknown words in a text.  CC.K.W.8 Research to Build and Present Knowledge: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.  CC.1.L.4 Vocabulary Acquisition and Use: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.  CC.1.W.8 Research to Build and Present Knowledge: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.  CC.2.W.8 Research to Build and Present Knowledge: Recall information from experiences or gather information from provided sources to answer a question.  CC.3.SL.1.d Comprehension and Collaboration: Explain their own ideas and understanding in light of the discussion.  CC.3.W.8 Research to Build and Present Knowledge: Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.  CC.4.W.8 Research to Build and Present Knowledge: Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.  CC.5.W.8 Research to Build and Present Knowledge: Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. | |
| |  |  | | --- | --- | | 1.1.3 Develop and refine a range of questions to frame search for new understanding. |  | | 3a. plan strategies to guide inquiry  3b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media  3c. evaluate and select information sources and digital tools based on the appropriateness to specific tasks  4a. identify and define authentic problems and significant questions for investigation  4c. collect and analyze data to identify solutions and/or make informed decisions | | CC.K.L.1.d Conventions of Standard English: Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).  CC.K.R.I.4 Craft and Structure: With prompting and support, ask and answer questions about unknown words in a text.  CC.K.R.L.1 Key Ideas and Details: With prompting and support, ask and answer questions about key details in a text.  CC.K.R.L.4 Craft and Structure: Ask and answer questions about unknown words in a text.  CC.K.SL.2 Comprehension and Collaboration: Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.  CC.K.SL.3 Comprehension and Collaboration: Ask and answer questions in order to seek help, get information, or clarify something that is not understood.  CC.1.R.I.4 Craft and Structure: Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.  CC.1.R.L.1 Key Ideas and Details: Ask and answer questions about key details in a text.  CC.1.SL.2 Comprehension and Collaboration: Ask and answer questions about key details in a text read aloud or information presented orally or through other media.  CC.1.SL.3 Comprehension and Collaboration: Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.  CC.2.R.L.1 Key Ideas and Details: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.  CC.2.SL.3 Comprehension and Collaboration: Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.  CC.3.R.I.1 Key Ideas and Details: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.  CC.3.SL.1 Comprehension and Collaboration: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly.  CC.3.SL1.c Comprehension and Collaboration: Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.  CC.4.R.I.1 Key Ideas and Details: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.  CC.5.SL.1 Comprehension and Collaboration: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly.  CC.5.SL.1.c Comprehension and Collaboration: Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.  CC.6.W.7 Research to Build and Present Knowledge: Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. |

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| 1.1.4 Find, evaluate, and select appropriate sources to answer questions. | 1c. use models and simulations to explore complex systems and issues  3a. plan strategies to guide inquiry  3b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media  3c. evaluate and select information sources and digital tools based on the appropriateness to specific tasks  4a. identify and define authentic problems and significant questions for investigation  4c. collect and analyze data to identify solutions and/or make informed decisions  4d. use multiple processes and diverse perspectives to explore alternative solutions  5a. advocate and practice safe, legal, and responsible use of information and technology | CC.2.L.2.e Conventions of Standard English: Consult reference materials, including beginning dictionaries, as needed to check and correct spellings  CC.2.L.4.e Vocabulary Acquisition and Use: Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.  CC.3.R.I.7 Integration of Knowledge and Ideas: Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).  CC.3.W.8 Research to Build and Present Knowledge: Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.  CC.4.R.I.7 Integration of Knowledge and Ideas: Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.  CC.4.W.8 Research to Build and Present Knowledge: Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.  CC.5.R.I.7 Integration of Knowledge and Ideas: Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.  CC.5.W.7 Research to Build and Present Knowledge: Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.  CC.5.W.8 Research to Build and Present Knowledge: Recall relevant information from experiences or gather relevant information from print and digital sources’ summarize or paraphrase information in notes and finished work, and provide a list of sources.  CC.6.R.I.1 Key Ideas and Details: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  CC.6.R.L.1 Key Ideas and Details: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  CC.6.W.1.b Text Types and Purposes: Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.  CC.6.W.7 Research to Build and Present Knowledge: Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.  CC.6.W.8 Research to Build and Present Knowledge: Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. |
| 1.1.5 Evaluate information found in selected sources on the basis of accuracy, validity, appropriateness to needs, importance, and social and cultural context. | 2a. interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media  2b. communicate information and ideas effectively to multiple audiences using a variety of media and formats  2c. develop cultural understanding and global awareness by engaging with learners of other cultures  3b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media  4c. collect and analyze data to identify solutions and/or make informed decisions  4d. use multiple processes and diverse perspectives to explore alternative solutions | CC.6.R.I.4 Craft and Structure: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.  CC.6.SL.1 Comprehension and Collaboration: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.  CC.6.SL.1.a Comprehension and Collaboration: Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.  CC.6.W.1.b Text Types and Purposes: Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.  CC.6.W.9.a Research to Build and Present Knowledge: Apply grade 6 Reading standards to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”). |

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| 1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning. | 2a. interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media  2b. communicate information and ideas effectively to multiple audiences using a variety of media and formats  3b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media  4c. collect and analyze data to identify solutions and/or make informed decisions  4d. use multiple processes and diverse perspectives to explore alternative solutions | | CC.K.R.F.4 Read emergent-reader texts with purpose and understanding.  CC.K.R.I.1 Key Ideas and Details: With prompting and support, ask and answer questions about key details in a text.  CC.K.R.I.2 Key Ideas and Details: With prompting and support, identify the main topic and retell key details of a text.  CC.K.R.I.3 Key Ideas and Details: With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.  CC.K.R.I.7 Integration of Knowledge and Ideas: With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).  CC.K.R.I.8 Integration of Knowledge and Ideas: With prompting and support, identify the reasons an author gives to support points in a text.  CC.K.R.I.9 Integration of Knowledge and Ideas: With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).  CC.K.R.L.1 Key Ideas and Details: With prompting and support, ask and answer questions about key details in a text.  CC.K.SL.2 Comprehension and Collaboration: Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.  CC.K.W.7 Research to Build and Present Knowledge: Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).  CC.K.W.8 Research to Build and Present Knowledge: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.  CC.1.R.F.4.a Read grade-level text with purpose and understanding.  CC.1.R.I.1 Key Ideas and Details: Ask and answer questions about key details in a text.  CC.1.R.I.2 Key Ideas and Details: Identify the main topic and retell key details of a text.  CC.1.R.I.3 Key Ideas and Details: Describe the connection between two individuals, events, ideas, or pieces of information in a text.  CC.1.R.I.5 Craft and Structure: Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.  CC.1.R.I.6 Craft and Structure: Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.  CC.1.R.I.7 Integration of Knowledge and Ideas: Use the illustrations and details in a text to describe its key ideas.  CC.1.R.I.8 Integration of Knowledge and Ideas: Identify the reasons an author gives to support points in a text.  CC.1.R.I.9 Integration of Knowledge and Ideas: Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).  CC.1.R.I.10 Range of Reading and Level of Text Complexity: With prompting and support, read informational texts appropriately complex for grade 1.  CC.1.R.L.1 Key Ideas and Details: Ask and answer questions about key details in a text.  CC.1.SL.2 Comprehension and Collaboration: Ask and answer questions about key details in a text read aloud or information presented orally or through other media.  CC.1.SL.3 Comprehension and Collaboration: Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.  CC.1.W.7 Research to Build and Present Knowledge: Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).  CC.1.W.8 Research to Build and Present Knowledge: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.  CC.2.R.F.4.a Read grade-level text with purpose and understanding.  CC.2.R.I.1 Key Ideas and Details: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.  CC.2.R.I.2 Key Ideas and Details: Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.  CC.2.R.I.3 Key Ideas and Details: Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.  CC.2.R.I.5 Craft and Structure: Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.  CC.2.R.I.6 Craft and Structure: Identify the main purpose of a text, including what the author wants to answer, explain, or describe.  CC.2.R.I.7 Integration of Knowledge and Ideas: Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.  CC.2.R.I.9 Integration of Knowledge and Ideas: Compare and contrast the most important points presented by two texts on the same topic.  CC.2.R.I.10 Range of Reading and Level of Text Complexity: By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.  CC.2.R.L.1 Key Ideas and Details: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.  CC.2.SL.2 Comprehension and Collaboration: Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.  CC.2.SL.3 Comprehension and Collaboration: Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.  CC.2.W.7 Research to Build and Present Knowledge: Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).  CC.2.W.8 Research to Build and Present Knowledge: Recall information from experiences or gather information from provided sources to answer a question.  CC.3.R.I.1 Key Ideas and Details: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.  CC.3.R.I.7 Integration of Knowledge and Ideas: Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).  CC.3.R.I.9 Integration of Knowledge and Ideas: Compare and contrast the most important points and key details presented in two texts on the same topic.  CC.3.R.L.1 Key Ideas and Details: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.  CC.3.R.L.2 Key Ideas and Details: Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.  CC.3.SL.1.a Comprehension and Collaboration: Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.  CC.3.SL.2 Comprehension and Collaboration: Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.  CC.3.SL.3 Comprehension and Collaboration: Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.  CC.3.W.6 Production and Distribution of Writing: With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.  CC.3.W.7 Research to Build and Present Knowledge: Conduct short research projects that build knowledge about a topic.  CC.3.W.8 Research to Build and Present Knowledge: Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.  CC.4.R.I.1 Key Ideas and Details: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.  CC.4.R.I.7 Integration of Knowledge and Ideas: Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.  CC.4.R.I.9 Integration of Knowledge and Ideas: Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.  CC.4.R.L.1 Key Ideas and Details: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.  CC.4.R.L.2 Key Ideas and Details: Determine a theme of a story, drama, or poem from details in the text; summarize the text.  CC.4.W.7 Research to Build and Present Knowledge: Conduct short research projects that build knowledge through investigation of different aspects of a topic.  CC.4.W.8 Research to Build and Present Knowledge: Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.  CC.5.R.I.1 Key Ideas and Details: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.  CC.5.R.I.7 Integration of Knowledge and Ideas: Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.  CC.5.R.I.9 Integration of Knowledge and Ideas: Integrate information from several texts on the same topic in orer to write or speak about the subject knowledgeably.  CC.5.R.L.1 Key Ideas and Details: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.  CC.5.R.L.2 Key Ideas and Details: Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.  CC.5.SL.2 Comprehension and Collaboration: Summarize a written text aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.  CC.5.SL.3 Comprehension and Collaboration: Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.  CC.5.W.7 Research to Build and Present Knowledge: Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.  CC.5.W.8 Research to Build and Present Knowledge: Recall relevant information from experiences or gather relevant information from print and digital sources’ summarize or paraphrase information in notes and finished work, and provide a list of sources.  CC.6.R.I.2 Key Ideas and Details: Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.  CC.6.R.I.3 Key Ideas and Details: Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).  CC.6.R.I.7 Integration of Knowledge and Ideas: Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.  CC.6.R.I.8 Integration of Knowledge and Ideas: Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.  CC.6.R.I.9 Integration of Knowledge and Ideas: Compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person).  CC.6.R.L.7 Integration of Knowledge and Ideas: Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.  CC.6.R.L.9 Integration of Knowledge and Ideas: Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.  CC.6.SL.2 Comprehension and Collaboration: Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.  CC.6.W.9.a Research to Build and Present Knowledge: Apply grade 6 Reading standards to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”).  CC.6.W.9.b Research to Build and Present Knowledge: Apply grade 6 Reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”). |
| 1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias. | 3a. plan strategies to guide inquiry  3b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media  3c. evaluate and select information sources and digital tools based on the appropriateness to specific tasks  3d. process data and report results  4a. identify and define authentic problems and significant questions for investigation  4c. collect and analyze data to identify solutions and/or make informed decisions  4d. use multiple processes and diverse perspectives to explore alternative solutions | | CC.K.R.I.2 Key Ideas and Details: With prompting and support, identify the main topic and retell key details of a text.  CC.K.R.I.3 Key Ideas and Details: With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.  CC.K.R.I.9 Integration of Knowledge and Ideas: With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).  CC.K.R.L.1 Key Ideas and Details: With prompting and support, ask and answer questions about key details in a text.  CC.K.SL.2 Comprehension and Collaboration: Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.  CC.1.R.I.2 Key Ideas and Details: Identify the main topic and retell key details of a text.  CC.1.R.I.3 Key Ideas and Details: Describe the connection between two individuals, events, ideas, or pieces of information in a text.  CC.1.R.I.9 Integration of Knowledge and Ideas: Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).  CC.1.R.L.1 Key Ideas and Details: Ask and answer questions about key details in a text.  CC.2.R.I.2 Key Ideas and Details: Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.  CC.2.R.I.3 Key Ideas and Details: Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.  CC.2.R.I.9 Integration of Knowledge and Ideas: Compare and contrast the most important points presented by two texts on the same topic.  CC.2.R.L.1 Key Ideas and Details: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.  CC.2.SL.3 Comprehension and Collaboration: Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.  CC.3.R.I.3 Key Ideas and Details: Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.  CC.3.R.I.6 Craft and Structure: Distinguish their own point of view from that of the author of a text.  CC.3.R.I.9 Integration of Knowledge and Ideas: Compare and contrast the most important points and key details presented in two texts on the same topic.  CC.3.R.L.9 Integration of Knowledge and Ideas: Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).  CC.3.SL.2 Comprehension and Collaboration: Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.  CC.4.R.I.3 Key Ideas and Details: Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.  CC.4.R.I.9 Integration of Knowledge and Ideas: Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.  CC.4.R.L.9 Integration of Knowledge and Ideas: Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.  CC.5.R.I.3 Key Ideas and Details: Explain the relationships or interactions between two or more individuals, events, ideas or concepts in a historical, scientific, or technical text based on specific information in the text.  CC.5.R.I.6 Craft and Structure: Analyze multiple accounts of the same event or topic, noting important similarities and difference in the point of view they represent.  CC.5.R.I.9 Integration of Knowledge and Ideas: Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.  CC.5.R.L.9 Integration of Knowledge and Ideas: Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.  CC.5.W.9.b Research to Build and Present Knowledge: Apply grade 5 Reading standards to informational texts e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).  CC.6.R.I.2 Key Ideas and Details: Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.  CC.6.R.I.6 Craft and Structure: Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.  CC.6.R.I.7 Integration of Knowledge and Ideas: Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.  CC.6.R.I.9 Integration of Knowledge and Ideas: Compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person).  CC.6.SL.1 Comprehension and Collaboration: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.  CC.6.SL.1.a Comprehension and Collaboration: Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.  CC.6.SL.3 Comprehension and Collaboration: Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.  CC.6.W.1.e Text Types and Purposes: Provide a concluding statement or section that follows from the argument presented.  CC.6.W.2.a Text Types and Purposes: Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.  CC.6.W.9.a Research to Build and Present Knowledge: Apply grade 6 Reading standards to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”).  CC.6.W.9.b Research to Build and Present Knowledge: Apply grade 6 Reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”). |
| 1.1.8 Demonstrate mastery of technology tools to access information and pursue inquiry. | 2a. interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media  2b. communicate information and ideas effectively to multiple audiences using a variety of media and formats  3c. evaluate and select information sources and digital tools based on the appropriateness to specific tasks  6a. understand and use technology systems  6b. select and use applications effectively and productively  6c. troubleshoot systems and applications  6d. transfer current knowledge to learning of new technologies | CC.3.W.6 Production and Distribution of Writing: With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.  CC.4.W.6 Production and Distribution of Writing: With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.  CC.5.W.6 Production and Distribution of Writing: With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single setting.  CC.6.W.1.b Text Types and Purposes: Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.  CC.6.W.6 Production and Distribution of Writing: Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting. | |
| 1.1.9 Collaborate with others to broaden and deepen understanding. | 1b. create original works as a means of personal or group expression  2a. interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media  2b. communicate information and ideas effectively to multiple audiences using a variety of media and formats  2c. develop cultural understanding and global awareness by engaging with learners of other cultures  2d. contribute to project teams to produce original works or solve problems  5b. exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity | CC.K.SL.3 Comprehension and Collaboration: Ask and answer questions in order to seek help, get information, or clarify something that is not understood.  CC.K.W.7 Research to Build and Present Knowledge: Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).  CC.1.SL.1.b Comprehension and Collaboration: Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.  CC.1.W.7 Research to Build and Present Knowledge: Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).  CC.2.SL.1.b Comprehension and Collaboration: Build on others’ talk in conversations by linking their comments to the remarks of others.  CC.2.W.7 Research to Build and Present Knowledge: Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).  CC.3.W.6 Production and Distribution of Writing: With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.  CC.4.W.6 Production and Distribution of Writing: With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.  CC.5.SL.1 Comprehension and Collaboration: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly.  CC.5.W.6 Production and Distribution of Writing: With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single setting.  CC.6.W.5 Production and Distribution of Writing: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.(Editing for conventions should demonstrate command of Language standards 1–3up to and including grade 6 on page53.) | |

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| 1.2 Dispositions in Action | | |
| 1.2.1 Display initiative and engagement by posing questions and investigating the answers beyond the collection of superficial facts. | 2a. interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media  2b. communicate information and ideas effectively to multiple audiences using a variety of media and formats  2c. develop cultural understanding and global awareness by engaging with learners of other cultures  2d. contribute to project teams to produce original works or solve problems  4a. identify and define authentic problems and significant questions for investigation  4b. plan and manage activities to develop a solution or complete a project  4c. collect and analyze data to identify solutions and/or make informed decisions  4d. use multiple processes and diverse perspectives to explore alternative solutions | CC.3.SL.3 Comprehension and Collaboration: Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.  CC.4.SL.3 Comprehension and Collaboration: Identify the reasons and evidence a speaker provides to support particular points.  CC.5.SL.3 Comprehension and Collaboration: Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.  CC.5.W.7 Research to Build and Present Knowledge: Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.  CC.6.W.1.b Text Types and Purposes: Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.  CC.6.W.2.b Text Types and Purposes: Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.  CC.6.W.7 Research to Build and Present Knowledge: Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. |

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| 1.2.2 Demonstrate confidence and self-direction by making independent choices in the selection of resources and information. | 3a. plan strategies to guide inquiry  3b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media  3c. evaluate and select information sources and digital tools based on the appropriateness to specific tasks  4a. identify and define authentic problems and significant questions for investigation  4b. plan and manage activities to develop a solution or complete a project  4c. collect and analyze data to identify solutions and/or make informed decisions  4d. use multiple processes and diverse perspectives to explore alternative solutions  5b. exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity  5c. demonstrate personal responsibility for lifelong learning  5d. exhibit leadership for digital citizenship | CC.5.W.7 Research to Build and Present Knowledge: Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.  CC.6.W.7 Research to Build and Present Knowledge: Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. |
| 1.2.3 Demonstrate creativity by using multiple resources and formats. | 1a. apply existing knowledge to generate new ideas, products, or processes  1b. create original works as a means of personal or group expression  1c. use models and simulations to explore complex systems and issues  3b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media  4c. collect and analyze data to identify solutions and/or make informed decisions  4d. use multiple processes and diverse perspectives to explore alternative solutions  6b. select and use applications effectively and productively | CC.3.SL.5 Presentation of Knowledge and Ideas: Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.  CC.4.SL.5 Presentation of Knowledge and Ideas: Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.  CC.5.SL.5 Presentation of Knowledge and Ideas: Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.  CC.5.W.7 Research to Build and Present Knowledge: Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.  CC.6.SL.5 Presentation of Knowledge and Ideas: Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information. |
| 1.2.4 Maintain a critical stance by questioning the validity and accuracy of all information. | 3b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media  c. evaluate and select information sources and digital tools based on the appropriateness to specific tasks  4c. collect and analyze data to identify solutions and/or make informed decisions | CC.6.W.8 Research to Build and Present Knowledge: Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. |

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| 1.2.5 Demonstrate adaptability by changing the inquiry focus, questions, resources, or strategies when necessary to achieve success. | 1a. apply existing knowledge to generate new ideas, products, or processes  3a. plan strategies to guide inquiry  4a. identify and define authentic problems and significant questions for investigation  4b. plan and manage activities to develop a solution or complete a project  4d. use multiple processes and diverse perspectives to explore alternative solutions  5b. exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity | CC.6.W.1.b Text Types and Purposes: Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.  CC.6.W.7 Research to Build and Present Knowledge: Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. |
| 1.2.6 Display emotional resilience by persisting in information searching despite challenges. | 1a. apply existing knowledge to generate new ideas, products, or processes  3a. plan strategies to guide inquiry  4b. plan and manage activities to develop a solution or complete a project | CC.6.W.1.b Text Types and Purposes: Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. |
| 1.2.7 Display persistence by continuing to pursue information to gain a broad perspective. | 2a. interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media  2b. communicate information and ideas effectively to multiple audiences using a variety of media and formats  2c. develop cultural understanding and global awareness by engaging with learners of other cultures  2d. contribute to project teams to produce original works or solve problems  3b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media  3c. evaluate and select information sources and digital tools based on the appropriateness to specific tasks  3d. process data and report results  4c. collect and analyze data to identify solutions and/or make informed decisions  4d. use multiple processes and diverse perspectives to explore alternative solutions |  |

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| 1.3 Responsibilities | | | |
| 1.3.1 Respect copyright/intellectual property rights of creators and producers. | 5a. advocate and practice safe, legal, and responsible use of information and technology  5d. d. exhibit leadership for digital citizenship | | CC.4.W.8 Research to Build and Present Knowledge: Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.  CC.5.R.I.1 Key Ideas and Details: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.  CC.5.W.8 Research to Build and Present Knowledge: Recall relevant information from experiences or gather relevant information from print and digital sources’ summarize or paraphrase information in notes and finished work, and provide a list of sources.  CC.6.R.I.1 Key Ideas and Details: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  CC.6.R.L.1 Key Ideas and Details: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  CC.6.W.8 Research to Build and Present Knowledge: Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. |
| 1.3.2 Seek divergent perspectives during information gathering and assessment. | 1c. use models and simulations to explore complex systems and issues  2a. interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media  2c. develop cultural understanding and global awareness by engaging with learners of other cultures  3b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media |  | |
| 1.3.3 Follow ethical and legal guidelines in gathering and using information. | 3b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media  5a. advocate and practice safe, legal, and responsible use of information and technology | CC.4.W.8 Research to Build and Present Knowledge: Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.  CC.5.W.8 Research to Build and Present Knowledge: Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.  CC.6.W.8 Research to Build and Present Knowledge: Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. | |
| 1.3.4 Contribute to the exchange of ideas within the learning community. | 1b. create original works as a means of personal or group expression  2a. interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media  2b. communicate information and ideas effectively to multiple audiences using a variety of media and formats  2d. contribute to project teams to produce original works or solve problems  5b. exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity | CC.K.SL.1 Comprehension and Collaboration: Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.  CC.1.SL.1 Comprehension and Collaboration: Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.  CC.1.SL.1.a Comprehension and Collaboration: Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).  CC.1.SL.1.b Comprehension and Collaboration: Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.  CC.1.SL.1.c Comprehension and Collaboration: Ask questions to clear up any confusion about the topics and texts under discussion.  CC.2.SL.1 Comprehension and Collaboration: Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.  CC.2.SL.1.a Comprehension and Collaboration: Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).  CC.2.SL.1.b Comprehension and Collaboration: Build on others’ talk in conversations by linking their comments to the remarks of others.  CC.2.SL.1.c Comprehension and Collaboration: Ask for clarification and further explanation as needed about the topics and texts under discussion.  CC.3.SL.1 Comprehension and Collaboration: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly.  CC.4.W.6 Production and Distribution of Writing: With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.  CC.5.SL.1.d Comprehension and Collaboration: Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.  CC.5.W.6 Production and Distribution of Writing: With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single setting. | |
| 1.3.5 Use information technology responsibly. | 5a. advocate and practice safe, legal, and responsible use of information and technology  5b. exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity | CC.5.W.8 Research to Build and Present Knowledge: Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. | |
| 1.4 Self-Assessment Strategies | | | |
| 1.4.1 Monitor own information seeking processes for effectiveness and progress, and adapt as necessary. | 1a. apply existing knowledge to generate new ideas, products, or processes  2a. interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media  2b. communicate information and ideas effectively to multiple audiences using a variety of media and formats  2c. develop cultural understanding and global awareness by engaging with learners of other cultures  3a. plan strategies to guide inquiry  4b. plan and manage activities to develop a solution or complete a project | | CC.K.SL.1 Comprehension and Collaboration: Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.  CC.1.SL.1 Comprehension and Collaboration: Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.  CC.1.SL.2 Comprehension and Collaboration: Ask and answer questions about key details in a text read aloud or information presented orally or through other media.  CC.2.SL.1 Comprehension and Collaboration: Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.  CC.2.SL.2 Comprehension and Collaboration: Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. |
| 1.4.2 Use interaction with and feedback from teachers and peers to guide own inquiry process. | 2a. interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media  2b. communicate information and ideas effectively to multiple audiences using a variety of media and formats  2c. develop cultural understanding and global awareness by engaging with learners of other cultures  3a. plan strategies to guide inquiry  4d. use multiple processes and diverse perspectives to explore alternative solutions | | CC.K.SL.1 Comprehension and Collaboration: Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.  CC.K.SL.3 Comprehension and Collaboration: Ask and answer questions in order to seek help, get information, or clarify something that is not understood.  CC.1.SL.1 Comprehension and Collaboration: Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.  CC.1.SL.2 Comprehension and Collaboration: Ask and answer questions about key details in a text read aloud or information presented orally or through other media.  CC.2.SL.1 Comprehension and Collaboration: Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.  CC.2.SL.2 Comprehension and Collaboration: Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.  CC.3.W.4 Production and Distribution of Writing: With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)  CC.3.W.5 Production and Distribution of Writing: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3 on page 29.)  CC.3.W.6 Production and Distribution of Writing: With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.  CC.4.W.5 Production and Distribution of Writing: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4 on page 29).  CC.4.W.6 Production and Distribution of Writing: With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.  CC.5.W.5 Production and Distribution of Writing: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5 on page 29).  CC.5.W.6 Production and Distribution of Writing: With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single setting.  CC.5.W.10 Range of Writing: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |
| 1.4.3 Monitor gathered information and assess for gaps or weaknesses. | 3b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media  3c. evaluate and select information sources and digital tools based on the appropriateness to specific tasks  3d. process data and report results  4c. collect and analyze data to identify solutions and/or make informed decisions | | CC.K.SL.1 Comprehension and Collaboration: Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. |

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| 1.4.4 Seek appropriate help when needed. | 2a. interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media  2b. communicate information and ideas effectively to multiple audiences using a variety of media and formats  2c. develop cultural understanding and global awareness by engaging with learners of other cultures  3a. plan strategies to guide inquiry  4d. use multiple processes and diverse perspectives to explore alternative solutions | CC.K.SL.1 Comprehension and Collaboration: Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.  CC.K.SL.2 Comprehension and Collaboration: Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.  CC.K.SL.3 Comprehension and Collaboration: Ask and answer questions in order to seek help, get information, or clarify something that is not understood.  CC.1.SL.1.c Comprehension and Collaboration: Ask questions to clear up any confusion about the topics and texts under discussion.  CC.1.SL.3 Comprehension and Collaboration: Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.  CC.2.SL.1.c Comprehension and Collaboration: Ask for clarification and further explanation as needed about the topics and texts under discussion.  CC.2.SL.3 Comprehension and Collaboration: Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.  CC.5.W.6 Production and Distribution of Writing: With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting. |

Crosswalk of the Common Core Standards, Standards for the 21st-Century Learner, and ISTE NETS-S

English Language Arts Crosswalk

Standard 2: Draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge.

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| AASL Standards | ISTE NETS-S | Common Core Crosswalk |
| 2.1 Skills | | |
| 2.1.1 Continue an inquiry-based research process by applying critical thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge. | 1a. apply existing knowledge to generate new ideas, products, or processes  1b. create original works as a means of personal or group expression  3a. plan strategies to guide inquiry  3b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media  3c. evaluate and select information sources and digital tools based on the appropriateness to specific tasks  3d. process data and report results  4c. collect and analyze data to identify solutions and/or make informed decisions  4d. use multiple processes and diverse perspectives to explore alternative solutions  5a. | CC.3.R.1.3 Key Ideas and Details: Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.  CC.3.W.1.a Text Types and Purposes: Introduce the topic or text that they are writing about, state an opinion, and create an organizational structure that lists reasons.  CC.4.R.I.1 Key Ideas and Details: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.  CC.4.SL.1.d Comprehension and Collaboration: Review the key ideas expressed and explain their own ideas and understanding in the light of the discussion.  CC.4.W.1 Text Types and Purposes: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.  CC.4.W.1.d Text Types and Purposes: Provide a concluding statement or section related to the opinion presented.  CC.4.W.2 Text Types and Purposes: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.  CC.4.W.2.e Text Types and Purposes: Provide a concluding statement or section related to the information or explanation presented.  CC.5.R.I.3 Key Ideas and Details: Explain the relationships or interactions between two or more individuals, events, ideas or concepts in a historical, scientific, or technical text based on specific information in the text.  CC.5.R.L.1 Key Ideas and Details: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.  CC.5.SL.1.d Comprehension and Collaboration: Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.  CC.5.W.1 Text Types and Purposes: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.  CC.5.W.2 Text Types and Purposes: Write information/explanatory texts to examine a topic and convey ideas and information clearly.  CC.6.R.I.7 Integration of Knowledge and Ideas: Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.  CC.6.R.I.8 Integration of Knowledge and Ideas: Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.  CC.6.R.I.9 Integration of Knowledge and Ideas: Compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person).  CC.6.SL.1 Comprehension and Collaboration: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.  CC.6.SL.1.a Comprehension and Collaboration: Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.  CC.6.W.2.b Text Types and Purposes: Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.  CC.6.W.10 Range of Writing: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |
| 2.1.2 Organize knowledge so that it is useful. | 3d. process data and report results  5b. exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity  6b. select and use applications effectively and productively | CC.3.W.1.a Text Types and Purposes: Introduce the topic or text that they are writing about, state an opinion, and create an organizational structure that lists reasons.  CC.3.W.4 Production and Distribution of Writing: With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)  CC.3.W.8 Research to Build and Present Knowledge: Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.  CC.4.R.I.9 Integration of Knowledge and Ideas: Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.  CC.4.W.1 Text Types and Purposes: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.  CC.4.W.1.a Text Types and Purposes: Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.  CC.4.W.1.b Text Types and Purposes: Provide reasons that are supported by facts and details.  CC.4.W.2 Text Types and Purposes: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.  CC.4.W.4 Production and Distribution of Writing: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)  CC.4.W.8 Research to Build and Present Knowledge: Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.  CC.5.R.I.9 Integration of Knowledge and Ideas: Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.  CC.5.W.1 Text Types and Purposes: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.  CC.5.W.2 Text Types and Purposes: Write information/explanatory texts to examine a topic and convey ideas and information clearly.  CC.5.W.4 Production and Distribution of Writing: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience (Grade specific expectations for writing types are defined in standards 1-3 above.).  CC.5.W.8 Research to Build and Present Knowledge: Recall relevant information from experiences or gather relevant information from print and digital sources’ summarize or paraphrase information in notes and finished work, and provide a list of sources.  CC.6.W.2.a Text Types and Purposes: Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |

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| 2.1.3 Use strategies to draw conclusions from information and apply knowledge to curricular areas, real world situations, and further investigations. | 1d. identify trends and forecast possibilities  3a. plan strategies to guide inquiry  3b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and  media  3d. process data and report results  4a. identify and define authentic problems and significant questions for investigation  4c. collect and analyze data to identify solutions and/or make informed decisions  4d. use multiple processes and diverse perspectives to explore alternative solutions | CC.2.R.I.3 Key Ideas and Details: Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.  CC.2.R.I.8 Integration of Knowledge and Ideas: Describe how reasons support specific points the author makes in a text.  CC.2.R.I.9 Integration of Knowledge and Ideas: Compare and contrast the most important points presented by two texts on the same topic.  CC.3.W.1.d Text Types and Purposes: Provide a concluding statement or section.  CC.3.W.8 Research to Build and Present Knowledge: Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.  CC.4.W.1 Text Types and Purposes: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.  CC.4.W.8 Research to Build and Present Knowledge: Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.  CC.4.W.9 Research to Build and Present Knowledge: Draw evidence from literary or informational texts to support analysis, reflection, and research.  CC.5.R.I.8 Integration of Knowledge and Ideas: Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).  CC.5.R.I.9 Integration of Knowledge and Ideas: Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.  CC.5.W.1 Text Types and Purposes: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.  CC.5.W.8 Research to Build and Present Knowledge: Recall relevant information from experiences or gather relevant information from print and digital sources’ summarize or paraphrase information in notes and finished work, and provide a list of sources.  CC.5.W.9 Research to Build and Present Knowledge: Draw evidence from literary or informational texts to support analysis, reflection, and research  CC.6.R.I.7 Integration of Knowledge and Ideas: Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.  CC.6.R.I.8 Integration of Knowledge and Ideas: Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.  CC.6.R.I.9 Integration of Knowledge and Ideas: Compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person).  CC.6.SL.3 Comprehension and Collaboration: Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.  CC.6.W.1.e Text Types and Purposes: Provide a concluding statement or section that follows from the argument presented.  CC.6.W.2.f Text Types and Purposes: Provide a concluding statement or section that follows from the information or explanation presented.  CC.6.W.10 Range of Writing: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |

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| 2.1.4 Use technology and other information tools to analyze and organize information. | 2b.  3b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media  3d. process data and report results  4c. collect and analyze data to identify solutions and/or make informed decisions  4d. use multiple processes and diverse perspectives to explore alternative solutions  6b. select and use applications effectively and productively | CC.K.W.6 Production and Distribution of Writing: With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.  CC.1.W.6 Production and Distribution of Writing: With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.  CC.2.W.6 Production and Distribution of Writing: With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.  CC.3.W.1.b Text Types and Purposes: Provide reasons that support the opinion.  CC.3.W.8 Research to Build and Present Knowledge: Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.  CC.4.W.8 Research to Build and Present Knowledge: Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.  CC.5.W.8 Research to Build and Present Knowledge: Recall relevant information from experiences or gather relevant information from print and digital sources’ summarize or paraphrase information in notes and finished work, and provide a list of sources.  CC.6.W.6 Production and Distribution of Writing: Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting. |
| 2.1.5 Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems. | 1b. create original works as a means of personal or group expression  2a. interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media  2b. communicate information and ideas effectively to multiple audiences using a variety of media and formats  2d. contribute to project teams to produce original works or solve problems  3c.  5b. exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity | CC.K.SL.1 Comprehension and Collaboration: Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.  CC.K.SL.1.a Comprehension and Collaboration: Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).  CC.K.SL.1.b Comprehension and Collaboration: Continue a conversation through multiple exchanges.  CC.K.W.5 Production and Distribution of Writing: With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.  CC.K.W.7 Research to Build and Present Knowledge: Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).  CC.1.SL.1 Comprehension and Collaboration: Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.  CC.1.SL.1.a Comprehension and Collaboration: Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).  CC.1.SL.1.b Comprehension and Collaboration: Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.  CC.1.W.5 Production and Distribution of Writing: With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.  CC.1.W.7 Research to Build and Present Knowledge: Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).  CC.2.SL.1 Comprehension and Collaboration: Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.  CC.2.SL.1.a Comprehension and Collaboration: Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).  CC.2.SL.1.b Comprehension and Collaboration: Build on others’ talk in conversations by linking their comments to the remarks of others.  CC.2.SL.1.c Comprehension and Collaboration: Ask for clarification and further explanation as needed about the topics and texts under discussion.  CC.2.W.5 Production and Distribution of Writing: With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.  CC.2.W.7 Research to Build and Present Knowledge: Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).  CC.3.W.6 Production and Distribution of Writing: With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.  CC.4.SL.1.d Comprehension and Collaboration: Review the key ideas expressed and explain their own ideas and understanding in the light of the discussion.  CC.4.W.6 Production and Distribution of Writing: With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.  CC.5.SL.1.d Comprehension and Collaboration: Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.  CC.5.W.6 Production and Distribution of Writing: With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single setting.  CC.6.W.5 Production and Distribution of Writing: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.(Editing for conventions should demonstrate command of Language standards 1–3up to and including grade 6 on page53.) |
| 2.1.6 Use the writing process, media and visual literacy, and technology skills to create products that express new understandings. | 1b. create original works as a means of personal or group expression  2a. interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media  2b. communicate information and ideas effectively to multiple audiences using a variety of media and formats  2d. contribute to project teams to produce original works or solve problems  3b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media  3c. evaluate and select information sources and digital tools based on the appropriateness to specific tasks  3d. process data and report results  4b.  4c.  4d.  5b. exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity  6b. select and use applications effectively and productively | CC.K.SL.4 Presentation of Knowledge and Ideas: Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.  CC.K.SL.5 Presentation of Knowledge and Ideas: Add drawings or other visual displays to descriptions as desired to provide additional detail.  CC.K.W.1 Text Types and Purposes: Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is . . .).  CC.K.W.2 Text Types and Purposes: Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.  CC.K.W.3 Text Types and Purposes: Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.  CC.K.W.6 Production and Distribution of Writing: With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.  CC.1.SL.4 Presentation of Knowledge and Ideas: Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.  CC.1.SL.5 Presentation of Knowledge and Ideas: Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.  CC.1.W.1 Text Types and Purposes: Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.  CC.1.W.2 Text Types and Purposes: Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.  CC.1.W.3 Text Types and Purposes: Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.  CC.1.W.6 Production and Distribution of Writing: With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.  CC.2.SL.4 Presentation of Knowledge and Ideas: Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.  CC.2.SL.5 Presentation of Knowledge and Ideas: Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.  CC.2.W.1 Text Types and Purposes: Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.  CC.2.W.2 Text Types and Purposes: Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.  CC.2.W.3 Text Types and Purposes: Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.  CC.2.W.6 Production and Distribution of Writing: With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.  CC.3.SL.5 Presentation of Knowledge and Ideas: Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.  CC.3.W.10 Range of Writing: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.  CC.4.SL.5 Presentation of Knowledge and Ideas: Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.  CC.4.W.10 Range of Writing: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.  CC.5.SL.5 Presentation of Knowledge and Ideas: Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.  CC.5.W.10 Range of Writing: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.  CC.6.SL.5 Presentation of Knowledge and Ideas: Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.  CC.6.W.1.c Text Types and Purposes: Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.  CC.6.W.1.d Text Types and Purposes: Establish and maintain a formal style.  CC.6.W.2.c Text Types and Purposes: Use appropriate transitions to clarify the relationships among ideas and concepts.  CC.6.W.2.d Text Types and Purposes: Use precise language and domain-specific vocabulary to inform about or explain the topic.  CC.6.W.2.e Text Types and Purposes: Establish and maintain a formal style.  CC.6.W.6 Production and Distribution of Writing: Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting. |
| 2.2 Dispositions in Action | | |
| 2.2.1 Demonstrate flexibility in use of resources by adapting information strategies to each specific resource and by seeking additional resources when clear conclusions cannot be drawn. | 1c. use models and simulations to explore complex systems and issues  3a. plan strategies to guide inquiry  3c. evaluate and select information sources and digital tools based on the appropriateness to specific tasks  4d. use multiple processes and diverse perspectives to explore alternative solutions | CC.K.SL.3 Comprehension and Collaboration: Ask and answer questions in order to seek help, get information, or clarify something that is not understood.  CC.1.SL.3 Comprehension and Collaboration: Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.  CC.4.R.I.7 Integration of Knowledge and Ideas: Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.  CC.5.R.I.7 Integration of Knowledge and Ideas: Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. |
| 2.2.2 Use both divergent and convergent thinking to formulate alternative conclusions and test them against the evidence. | 1d. identify trends and forecast possibilities  3d. process data and report results  4c. collect and analyze data to identify solutions and/or make informed decisions  4d. use multiple processes and diverse perspectives to explore alternative solutions | CC.4.R.I.6 Craft and Structure: Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.  CC.4.R.I.7 Integration of Knowledge and Ideas: Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.  CC.5.R.I.6 Craft and Structure: Analyze multiple accounts of the same event or topic, noting important similarities and difference in the point of view they represent.  CC.6.R.I.8 Integration of Knowledge and Ideas: Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.  CC.6.R.I.9 Integration of Knowledge and Ideas: Compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person).  CC.6.W.1.e Text Types and Purposes: Provide a concluding statement or section that follows from the argument presented.  CC.6.W.2.f Text Types and Purposes: Provide a concluding statement or section that follows from the information or explanation presented. |
| 2.2.3 Employ a critical stance in drawing conclusions by demonstrating that the pattern of evidence leads to a decision or conclusion. | 1c. use models and simulations to explore complex systems and issues  1d. identify trends and forecast possibilities  4c. collect and analyze data to identify solutions and/or make informed decisions | CC.2.R.I.7 Integration of Knowledge and Ideas: Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.  CC.6.R.I.8 Integration of Knowledge and Ideas: Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.  CC.6.R.I.9 Integration of Knowledge and Ideas: Compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person).  CC.6.W.1.e Text Types and Purposes: Provide a concluding statement or section that follows from the argument presented.  CC.6.W.2.f Text Types and Purposes: Provide a concluding statement or section that follows from the information or explanation presented. |
| 2.2.4 Demonstrate personal productivity by completing products to express learning. | 1a. apply existing knowledge to generate new ideas, products, or processes  1b. create original works as a means of personal or group expression  2a. interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media  2d. contribute to project teams to produce original works or solve problems  3b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media  3d. process data and report results  4b. plan and manage activities to develop a solution or complete a project  5b. exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity  5c. demonstrate personal responsibility for lifelong learning  6b. select and use applications effectively and productively | CC.K.W.1 Text Types and Purposes: Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is . . .).  CC.K.W.2 Text Types and Purposes: Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.  CC.K.W.3 Text Types and Purposes: Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.  CC.1.W.1 Text Types and Purposes: Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.  CC.1.W.2 Text Types and Purposes: Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.  CC.1.W.3 Text Types and Purposes: Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.  CC.2.W.1 Text Types and Purposes: Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.  CC.2.W.2 Text Types and Purposes: Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.  CC.2.W.3 Text Types and Purposes: Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.  CC.6.SL.4 Presentation of Knowledge and Ideas: Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. |

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| 2.3 Responsibilities | | |
| 2.3.1 Connect understanding to the real world. |  | CC.K.W.8 Research to Build and Present Knowledge: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.  CC.1.W.8 Research to Build and Present Knowledge: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.  CC.2.W.8 Research to Build and Present Knowledge: Recall information from experiences or gather information from provided sources to answer a question. |
| 2.3.2 Consider diverse and global perspectives in drawing conclusions. | 2a. interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media  2c. develop cultural understanding and global awareness by engaging with learners of other cultures  4d. use multiple processes and diverse perspectives to explore alternative solutions |  |

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| 2.3.3 Use valid information and reasoned conclusions to make ethical decisions. | 3b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media  3c. evaluate and select information sources and digital tools based on the appropriateness to specific tasks  4c. collect and analyze data to identify solutions and/or make informed decisions  5a. advocate and practice safe, legal, and responsible use of information and technology | CC.6.W.3.e Text Types and Purposes: Provide a conclusion that follows from the narrated experiences or events. |

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| 2.4 Self- Assessment Strategies | | |
| 2.4.1 Determine how to act on information (accept, reject, modify). | 3a. plan strategies to guide inquiry  3b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media  3c. evaluate and select information sources and digital tools based on the appropriateness to specific tasks  4a. identify and define authentic problems and significant questions for investigation  4c. collect and analyze data to identify solutions and/or make informed decisions  4d. use multiple processes and diverse perspectives to explore alternative solutions  5a. advocate and practice safe, legal, and responsible use of information and technology | CC.K.SL.2 Comprehension and Collaboration: Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.  CC.1.SL.2 Comprehension and Collaboration: Ask and answer questions about key details in a text read aloud or information presented orally or through other media.  CC.2.SL.2 Comprehension and Collaboration: Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.  CC.2.SL.3 Comprehension and Collaboration: Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.  CC.3.W.8 Research to Build and Present Knowledge: Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.  CC.4.W.8 Research to Build and Present Knowledge: Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.  CC.5.W.8 Research to Build and Present Knowledge: Recall relevant information from experiences or gather relevant information from print and digital sources’ summarize or paraphrase information in notes and finished work, and provide a list of sources.  CC.6.SL.1.d Comprehension and Collaboration: Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. |

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| 2.4.2 Reflect on systematic process and assess for completeness of investigation. | 3b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media  3c. evaluate and select information sources and digital tools based on the appropriateness to specific tasks  3d. process data and report results  4a. identify and define authentic problems and significant questions for investigation  4c. collect and analyze data to identify solutions and/or make informed decisions  6a. understand and use technology systems  6b. select and use applications effectively and productively | CC.3.W.10 Range of Writing: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.  CC.4.W.10 Range of Writing: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.  CC.5.W.10 Range of Writing: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.  CC.6.SL.1.d Comprehension and Collaboration: Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. |
| 2.4.3 Recognize new knowledge and understanding. | 1a. apply existing knowledge to generate new ideas, products, or processes  1b. create original works as a means of personal or group expression  1c. use models and simulations to explore complex systems and issues  1d. identify trends and forecast possibilities |  |
| 2.4.4 Develop directions for future investigations. | 3a. plan strategies to guide inquiry  4b. plan and manage activities to develop a solution or complete a project  5c. demonstrate personal responsibility for lifelong learning |  |

Crosswalk of the Common Core Standards, Standards for the 21st-Century Learner, and ISTE NETS-S

English Language Arts Crosswalk

Standard 3: Share knowledge and participate ethically and productively as members of our democratic society.

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| AASL Standards | ISTE NETS-S | Common Core Crosswalk |
| 3.1 Skills | | |
| 3.1.1 Conclude an inquiry-based research process by sharing new understandings and reflecting on the learning. | 1a. apply existing knowledge to generate new ideas, products, or processes  1b. create original works as a means of personal or group expression  2a. interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media  2b. communicate information and ideas effectively to multiple audiences using a variety of media and formats  2c. develop cultural understanding and global awareness by engaging with learners of other cultures  2d. contribute to project teams to produce original works or solve problems  3d. process data and report results | CC.3.W.1.a Text Types and Purposes: Introduce the topic or text that they are writing about, state an opinion, and create an organizational structure that lists reasons.  CC.3.W.10 Range of Writing: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.  CC.5.W.2 Text Types and Purposes: Write information/explanatory texts to examine a topic and convey ideas and information clearly.  CC.6.SL.4 Presentation of Knowledge and Ideas: Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.  CC.6.W.10 Range of Writing: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |

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| 3.1.2 Participate and collaborate as members of a social and intellectual network of learners. | 1b. create original works as a means of personal or group expression  2a. interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media  2b. communicate information and ideas effectively to multiple audiences using a variety of media and formats  2c. develop cultural understanding and global awareness by engaging with learners of other cultures  2d. contribute to project teams to produce original works or solve problems  5a. advocate and practice safe, legal, and responsible use of information and technology  5b. exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity | CC.K.R.I.10 Range of Reading and Level of Text Complexity: Actively engage in group reading activities with purpose and understanding.  CC.K.R.L.10 Range of Reading and Level of Text Complexity: Actively engage in group reading activities with purpose and understanding.  CC.K.SL.1 Comprehension and Collaboration: Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.  CC.K.SL.1.a Comprehension and Collaboration: Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).  CC.K.SL.1.b Comprehension and Collaboration: Continue a conversation through multiple exchanges.  CC.K.SL.6 Presentation of Knowledge and Ideas: Speak audibly and express thoughts, feelings, and ideas clearly.  CC.K.W.7 Research to Build and Present Knowledge: Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).  CC.1.SL.1 Comprehension and Collaboration: Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.  CC.1.SL.1.a Comprehension and Collaboration: Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).  CC.1.SL.1.b Comprehension and Collaboration: Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.  CC.1.W.7 Research to Build and Present Knowledge: Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).  CC.2.SL.1.a Comprehension and Collaboration: Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).  CC.2.SL.1.b Comprehension and Collaboration: Build on others’ talk in conversations by linking their comments to the remarks of others.  CC.2.SL.1.c Comprehension and Collaboration: Ask for clarification and further explanation as needed about the topics and texts under discussion.  CC.2.W.7 Research to Build and Present Knowledge: Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).  CC.3.W.6 Production and Distribution of Writing: With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.  CC.4.W.6 Production and Distribution of Writing: With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.  CC.5.W.6 Production and Distribution of Writing: With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single setting.  CC.6.SL.1.b Comprehension and Collaboration: Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.  CC.6.SL.1.c Comprehension and Collaboration: Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.  CC.6.W.5 Production and Distribution of Writing: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.(Editing for conventions should demonstrate command of Language standards 1–3up to and including grade 6 on page53.) |

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| 3.1.3 Use writing and speaking skills to communicate new understandings effectively. | 1b. create original works as a means of personal or group expression  2a. interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media  2b. communicate information and ideas effectively to multiple audiences using a variety of media and formats  2d. contribute to project teams to produce original works or solve problems  3b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media  3c. evaluate and select information sources and digital tools based on the appropriateness to specific tasks  3d. process data and report results 4b.  6b. select and use applications effectively and productively | CC.K.R.L.2 Key Ideas and Details: With prompting and support, retell familiar stories, including key details.  CC.K.SL.6 Presentation of Knowledge and Ideas: Speak audibly and express thoughts, feelings, and ideas clearly.  CC.K.W.1 Text Types and Purposes: Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is . . .).  CC.K.W.2 Text Types and Purposes: Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.  CC.K.W.3 Text Types and Purposes: Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.  CC.K.W.6 Production and Distribution of Writing: With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.  CC.1.R.L.2 Key Ideas and Details: Retell stories, including key details, and demonstrate understanding of their central message or lesson.  CC.1.W.2 Text Types and Purposes: Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.  CC.1.W.6 Production and Distribution of Writing: With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.  CC.2.R.L.2 Key Ideas and Details: Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.  CC.2.R.L.6 Craft and Structure: Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.  CC.2.W.2 Text Types and Purposes: Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.  CC.2.W.6 Production and Distribution of Writing: With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.  CC.3.SL.4 Presentation of Knowledge and Ideas: Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.  CC.3.SL.5 Presentation of Knowledge and Ideas: Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.  CC.3.W.1.a Text Types and Purposes: Introduce the topic or text that they are writing about, state an opinion, and create an organizational structure that lists reasons.  CC.3.W.6 Production and Distribution of Writing: With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.  CC.4.R.I.9 Integration of Knowledge and Ideas: Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.  CC.4.SL.4 Presentation of Knowledge and Ideas: Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.  CC.4.SL.5 Presentation of Knowledge and Ideas: Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.  CC.4.W.1 Text Types and Purposes: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.  CC.4.W.6 Production and Distribution of Writing: With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.  CC.3.W.10 Range of Writing: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.  CC.5.SL.5 Presentation of Knowledge and Ideas: Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.  CC.5.W.1 Text Types and Purposes: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.  CC.5.W.2 Text Types and Purposes: Write information/explanatory texts to examine a topic and convey ideas and information clearly.  CC.5.W.6 Production and Distribution of Writing: With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single setting.  CC.5.W.10 Range of Writing: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.  CC.6.R.I.3 Key Ideas and Details: Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).  CC.6.R.L.3 Key Ideas and Details: Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.  CC.6.SL.3 Comprehension and Collaboration: Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.  CC.6.SL.4 Presentation of Knowledge and Ideas: Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.  CC.6.SL.6 Presentation of Knowledge and Ideas: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 on page 53 for specific expectations.) |

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| 3.1.4 Use technology and other information tools to organize and display knowledge and understanding in ways that others can view, use, and assess. | 1b. create original works as a means of personal or group expression  2a. interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media  2b. communicate information and ideas effectively to multiple audiences using a variety of media and formats  3c. evaluate and select information sources and digital tools based on the appropriateness to specific tasks  3d. process data and report results  5b. exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity  6b. select and use applications effectively and productively | CC.K.W.2 Text Types and Purposes: Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.  CC.3.SL.5 Presentation of Knowledge and Ideas: Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.  CC.3.W.6 Production and Distribution of Writing: With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.  CC.4.SL.5 Presentation of Knowledge and Ideas: Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.  CC.4.W.6 Production and Distribution of Writing: With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.  CC.5.SL.5 Presentation of Knowledge and Ideas: Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.  CC.5.W.6 Production and Distribution of Writing: With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single setting.  CC.6.SL.5 Presentation of Knowledge and Ideas: Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.  CC.6.W.6 Production and Distribution of Writing: Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting. |

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| 3.1.5 Connect learning to community issues. | 4a. identify and define authentic problems and significant questions for investigation |  |
| 3.1.6 Use information and technology ethically and responsibly. | 1d. process data and report results  2a. interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media  3b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media  3c. evaluate and select information sources and digital tools based on the appropriateness to specific tasks  4c. collect and analyze data to identify solutions and/or make informed decisions  4d. use multiple processes and diverse perspectives to explore alternative solutions  5a. advocate and practice safe, legal, and responsible use of information and technology | CC.5.W.8 Research to Build and Present Knowledge: Recall relevant information from experiences or gather relevant information from print and digital sources’ summarize or paraphrase information in notes and finished work, and provide a list of sources.  CC.6.W.8 Research to Build and Present Knowledge: Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. |

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| 3.2 Dispositions in Action | | |
| 3.2.1 Demonstrate leadership and confidence by presenting ideas to others in both formal and informal situations. | 1a. apply existing knowledge to generate new ideas, products, or processes  1b. create original works as a means of personal or group expression  2a. interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media  2b. communicate information and ideas effectively to multiple audiences using a variety of media and formats  2c. develop cultural understanding and global awareness by engaging with learners of other cultures  2d. contribute to project teams to produce original works or solve problems  4c. collect and analyze data to identify solutions and/or make informed decisions  4d. use multiple processes and diverse perspectives to explore alternative solutions  5a. advocate and practice safe, legal, and responsible use of information and technology | CC.4.SL.1.b Comprehension and Collaboration: Follow agreed-upon rules for discussions and carry out assigned roles.  CC.6.SL.1.c Comprehension and Collaboration: Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. |
| 3.2.2 Show social responsibility by participating actively with others in learning situations and by contributing questions and ideas during group discussions. | 1b. create original works as a means of personal or group expression  2a. interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media  2b. communicate information and ideas effectively to multiple audiences using a variety of media and formats  2c. develop cultural understanding and global awareness by engaging with learners of other cultures  2d. contribute to project teams to produce original works or solve problems | CC.K.R.I.10 Range of Reading and Level of Text Complexity: Actively engage in group reading activities with purpose and understanding.  CC.K.R.L.10 Range of Reading and Level of Text Complexity: Actively engage in group reading activities with purpose and understanding.  CC.K.SL.1.a Comprehension and Collaboration: Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).  CC.K.SL.2 Comprehension and Collaboration: Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.  CC.1.SL.1 Comprehension and Collaboration: Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.  CC.1.SL.1.a Comprehension and Collaboration: Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).  CC.1.SL.1.b Comprehension and Collaboration: Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.  CC.2.SL.1 Comprehension and Collaboration: Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.  CC.2.SL.1.a Comprehension and Collaboration: Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).  CC.2.SL.1.b Comprehension and Collaboration: Build on others’ talk in conversations by linking their comments to the remarks of others.  CC.4.SL.1.a Comprehension and Collaboration: Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.  CC.4.SL.1.b Comprehension and Collaboration: Follow agreed-upon rules for discussions and carry out assigned roles.  CC.5.SL.1.b Comprehension and Collaboration: Follow agreed-upon rules for discussions and carry out assigned roles.  CC.6.SL.1.c Comprehension and Collaboration: Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.  CC.6.W.5 Production and Distribution of Writing: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.(Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6 on page53.) |
| 3.2.3 Demonstrate teamwork by working productively with others. | 1b. create original works as a means of personal or group expression.  2a. interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media  2b. communicate information and ideas effectively to multiple audiences using a variety of media and formats  2c. develop cultural understanding and global awareness by engaging with learners of other cultures  2d. contribute to project teams to produce original works or solve problems  5b. exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity | CC.K.W.6 Production and Distribution of Writing: With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.  CC.K.W.7 Research to Build and Present Knowledge: Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).  CC.1.SL.1.b Comprehension and Collaboration: Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.  CC.1.W.6 Production and Distribution of Writing: With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.  CC.1.W.7 Research to Build and Present Knowledge: Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).  CC.2.SL.1.b Comprehension and Collaboration: Build on others’ talk in conversations by linking their comments to the remarks of others.  CC.2.W.6 Production and Distribution of Writing: With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.  CC.2.W.7 Research to Build and Present Knowledge: Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).  CC.3.W.6 Production and Distribution of Writing: With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.  CC.4.W.6 Production and Distribution of Writing: With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.  CC.5.W.6 Production and Distribution of Writing: With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single setting.  CC.6.SL.1 Comprehension and Collaboration: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.  CC.6.SL.1.a Comprehension and Collaboration: Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.  CC.6.SL.1.b Comprehension and Collaboration: Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.  CC.6.SL.1.c Comprehension and Collaboration: Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.  CC.6.W.5 Production and Distribution of Writing: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.(Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6 on page53.) |

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| 3.3 Responsibilities | | | |
| 3.3.1 Solicit and respect diverse perspectives while searching for information, collaborating with others, and participating as a member of the community. | 2a. interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media  2b. communicate information and ideas effectively to multiple audiences using a variety of media and formats  2c. develop cultural understanding and global awareness by engaging with learners of other cultures  2d. contribute to project teams to produce original works or solve problems  3b. b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media  3c. evaluate and select information sources and digital tools based on the appropriateness to specific tasks  4d. use multiple processes and diverse perspectives to explore alternative solutions  5d. exhibit leadership for digital citizenship |  | |
| 3.3.2 Respect the differing interests and experiences of others and seek a variety of  viewpoints. | 2a. interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media  2b. communicate information and ideas effectively to multiple audiences using a variety of media and formats  2c. develop cultural understanding and global awareness by engaging with learners of other cultures  2d. contribute to project teams to produce original works or solve problems  3b. b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media  3c. evaluate and select information sources and digital tools based on the appropriateness to specific tasks  4d. use multiple processes and diverse perspectives to explore alternative solutions  5d. exhibit leadership for digital citizenship | CC.K.SL.1.a Comprehension and Collaboration: Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).  CC.1.SL.1 Comprehension and Collaboration: Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.  CC.1.SL.1.a Comprehension and Collaboration: Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).  CC.2.SL.1 Comprehension and Collaboration: Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.  CC.2.SL.1.a Comprehension and Collaboration: Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).  CC.6.SL.1.b Comprehension and Collaboration: Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.  CC.6.SL.1.c Comprehension and Collaboration: Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. | |
| 3.3.3 Use knowledge and information skills and dispositions to engage in public conversation and debate around issues of common concern. | 2a. interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media  2b. communicate information and ideas effectively to multiple audiences using a variety of media and formats  2c. develop cultural understanding and global awareness by engaging with learners of other cultures  2d. contribute to project teams to produce original works or solve problems  3b. b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media  3c. evaluate and select information sources and digital tools based on the appropriateness to specific tasks  3d. process data and report results  4d. use multiple processes and diverse perspectives to explore alternative solutions  5d. exhibit leadership for digital citizenship | CC.6.SL.1 Comprehension and Collaboration: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.  CC.6.SL.1.a Comprehension and Collaboration: Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.  CC.6.SL.2 Comprehension and Collaboration: Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.  CC.6.SL.4 Presentation of Knowledge and Ideas: Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. | |
| 3.3.4 Create products that apply to authentic, real-world contexts. | 1b. create original works as a means of personal or group expression  2d. contribute to project teams to produce original works or solve problems  4a. identify and define authentic problems and significant questions for investigation  5b. exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity  6b. select and use applications effectively and productively | CC.6.SL.5 Presentation of Knowledge and Ideas: Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.  CC.6.W.4 Production and Distribution of Writing: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) | |
| 3.3.5 Contribute to the exchange of ideas within and beyond the learning community. | 2a. interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media  2b. communicate information and ideas effectively to multiple audiences using a variety of media and formats  2c. develop cultural understanding and global awareness by engaging with learners of other cultures  2d. contribute to project teams to produce original works or solve problems  3d. process data and report results  5b. exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity | CC.K.R.I.10 Range of Reading and Level of Text Complexity: Actively engage in group reading activities with purpose and understanding.  CC.K.R.L.10 Range of Reading and Level of Text Complexity: Actively engage in group reading activities with purpose and understanding.  CC.3.W.6 Production and Distribution of Writing: With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.  CC.4.W.6 Production and Distribution of Writing: With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.  CC.5.W.6 Production and Distribution of Writing: With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single setting.  CC.6.SL.1.b Comprehension and Collaboration: Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.  CC.6.SL.1.c Comprehension and Collaboration: Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. | |
| 3.3.6 Use information and knowledge in the service of democratic values. |  |  | |
| 3.3.7 Respect the principles of intellectual freedom. | 3b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and  media  5a. advocate and practice safe, legal, and responsible use of information and technology |  | |
| 3.4 Self-Assessment Strategies | | | | |
| 3.4.1 Assess the processes by which learning was achieved in order to revise strategies and learn more effectively in the future. |  | |  | |
| 3.4.2 Assess the quality and effectiveness of the learning product. | 3a. plan strategies to guide inquiry  3b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media  4d. use multiple processes and diverse perspectives to explore alternative solutions | | CC.6.SL.5 Presentation of Knowledge and Ideas: Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information. | |

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| 3.4.3 Assess own ability to work with others in a group setting by evaluating varied roles, leadership, and demonstrations of respect for other viewpoints. | 1b. create original works as a means of personal or group expression  2a. interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media  2b. communicate information and ideas effectively to multiple audiences using a variety of media and formats  2c. develop cultural understanding and global awareness by engaging with learners of other cultures  2d. contribute to project teams to produce original works or solve problems  5a. advocate and practice safe, legal, and responsible use of information and technology  5b. exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity | CC.6.SL.1.b Comprehension and Collaboration: Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. |

Crosswalk of the Common Core Standards, Standards for the 21st-Century Learner, and ISTE NETS-S

English Language Arts Crosswalk

Standard 4: Pursue personal and aesthetic growth.

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| AASL Standards | ISTE NETS-S | Common Core Crosswalk |
| 4.1 Skills | | |
| 4.1.1 Read, view, and listen for pleasure and personal growth. |  | CC.2.R.L.10 Range of Reading and Level of Text Complexity: By the end of the year, read and comprehend literature, including prose and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.  CC.3.R.L.10 Range of Reading and Complexity of Text: By the end of the year, read and comprehend literature, including stories, dramas, and poetry at the high end of the grades 2-3 text complexity band independently and proficiently.  CC.4.R.L.10 Range of Reading and Complexity of Text: By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.  CC.5.R.L.10 Range of Reading and Complexity of Text: By the end of the year, read and comprehend literature, including stories, dramas and poetry, at the high end of the grades 405 text complexity band independently and proficiently. |
| 4.1.2 Read widely and fluently to make connections with own self, the world, and previous reading. | 3b.  3c.  4c. collect and analyze data to identify solutions and/or make informed decisions  4d. use multiple processes and diverse perspectives to explore alternative solutions | CC.1.R.L.10 Range of Reading and Level of Text Complexity: With prompting and support, read prose and poetry of appropriate complexity for grade 1.  CC.2.R.L.2 Key Ideas and Details: Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.  CC.2.R.L.10 Range of Reading and Level of Text Complexity: By the end of the year, read and comprehend literature, including prose and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.  CC.3.R.L.10 Range of Reading and Complexity of Text: By the end of the year, read and comprehend literature, including stories, dramas, and poetry at the high end of the grades 2-3 text complexity band independently and proficiently.  CC.4.R.L.10 Range of Reading and Complexity of Text: By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 405 text complexity band proficiently, with scaffolding as needed at the high end of the range.  CC.5.R.L.10 Range of Reading and Complexity of Text: By the end of the year, read and comprehend literature, including stories, dramas and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.  CC.6.R.I.1 Key Ideas and Details: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  CC.6.R.I.2 Key Ideas and Details: Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.  CC.6.R.L.1 Key Ideas and Details: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  CC.6.R.L.2 Key Ideas and Details: Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. |

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| 4.1.3 Respond to literature and creative expressions of ideas in various formats and genres. |  | CC.K.R.I.6 Craft and Structure: Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.  CC.K.R.I.7 Integration of Knowledge and Ideas: With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).  CC.K.R.L.3 Key Ideas and Details: With prompting and support, identify characters, settings, and major events in a story.  CC.K.R.L.5 Craft and Structure: Recognize common types of texts (e.g., storybooks, poems).  CC.K.R.L.6 Craft and Structure: With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.  CC.K.R.L.7 Integration of Knowledge and Ideas: With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).  CC.K.R.L.9 Integration of Knowledge and Ideas: With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.  CC.K.W.1 Text Types and Purposes: Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is . . .).  CC.K.W.2 Text Types and Purposes: Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.  CC.1.R.I.7 Integration of Knowledge and Ideas: Use the illustrations and details in a text to describe its key ideas.  CC.1.R.L.2 Key Ideas and Details: Retell stories, including key details, and demonstrate understanding of their central message or lesson.  CC.1.R.L.3 Key Ideas and Details: Describe characters, settings, and major events in a story, using key details.  CC.1.R.L.4 Craft and Structure: Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.  CC.1.R.L.6 Craft and Structure: Identify who is telling the story at various points in a text.  CC.1.R.L.7 Integration of Knowledge and Ideas: Use illustrations and details in a story to describe its characters, setting, or events.  CC.1.R.L.9 Integration of Knowledge and Ideas: Compare and contrast the adventures and experiences of characters in stories.  CC.1.W.1 Text Types and Purposes: Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.  CC.2.R.L.2 Key Ideas and Details: Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.  CC.2.R.L.3 Key Ideas and Details: Describe how characters in a story respond to major events and challenges.  CC.2.R.L.4 Craft and Structure: Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.  CC.2.R.L.5 Craft and Structure: Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.  CC.2.R.L.7 Integration of Knowledge and Ideas: Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.  CC.2.R.L.9 Integration of Knowledge and Ideas: Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.  CC.2.R.L.10 Range of Reading and Level of Text Complexity: By the end of the year, read and comprehend literature, including prose and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.  CC.2.W.1 Text Types and Purposes: Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.  CC.3.R.L.2 Key Ideas and Details: Recount stories, including fables, folktales and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.  CC.3.R.L.7 Integration of Knowledge and Ideas: Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).  CC.4.R.L.9 Integration of Knowledge and Ideas: Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.  CC.5.R.L.2 Key Ideas and Details: Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.  CC.5.R.L.7 Integration of Knowledge and Ideas: Analyze how visual and multimedia elements contribute to the meaning, tone or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).  CC.6.R.L.4 Craft and Structure: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.  CC.6.R.L.5 Craft and Structure: Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.  CC.6.R.L.6 Craft and Structure: Explain how an author develops the point of view of the narrator or speaker in a text.  CC.6.R.L.7 Integration of Knowledge and Ideas: Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.  CC.6.W.9.b Research to Build and Present Knowledge: Apply grade 6 Reading standards to literary nonfiction (e.g.,  “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”). |
| 4.1.4 Seek information for personal learning in a variety of formats and genres. | 1a. apply existing knowledge to generate new ideas, products, or processes  3a. plan strategies to guide inquiry  4a. identify and define authentic problems and significant questions for investigation  4b. plan and manage activities to develop a solution or complete a project  4c. collect and analyze data to identify solutions and/or make informed decisions  4d. use multiple processes and diverse perspectives to explore alternative solutions  5b. exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity  5c. demonstrate personal responsibility for lifelong learning |  |
| 4.1.5 Connect ideas to own interests and previous knowledge and experience. | 1a. apply existing knowledge to generate new ideas, products, or processes | CC.K.W.8 Research to Build and Present Knowledge: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. |
| 4.1.6 Organize personal knowledge in a way that can be called upon easily. | 6a. understand and use technology systems  6b. select and use applications effectively and productively |  |
| 4.1.7 Use social networks and information tools to gather and share information. | 1a. apply existing knowledge to generate new ideas, products, or processes  2b. communicate information and ideas effectively to multiple audiences using a variety of media and formats  3c. evaluate and select information sources and digital tools based on the appropriateness to specific tasks  5b. exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity  6b. select and use applications effectively and productively |  |
| 4.1.8 Use creative and artistic formats to express personal learning. | 1b. create original works as a means of personal or group expression  2b. communicate information and ideas effectively to multiple audiences using a variety of media and formats  3c. evaluate and select information sources and digital tools based on the appropriateness to specific tasks  3d. process data and report results  5b. exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity  6b. select and use applications effectively and productively | CC.2.SL.5 Presentation of Knowledge and Ideas: Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings. |

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| 4.2 Dispositions in Action | | |
| 4.2.1 Display curiosity by pursuing interests through multiple resources. | 3a. plan strategies to guide inquiry  3b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media  4a. identify and define authentic problems and significant questions for investigation  4b. plan and manage activities to develop a solution or complete a project  5c. demonstrate personal responsibility for lifelong learning |  |
| 4.2.2 Demonstrate motivation by seeking information to answer personal questions and interests, trying a variety of formats and genres, and displaying a willingness to go beyond academic requirements. | 3a. plan strategies to guide inquiry  3b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media  3c. evaluate and select information sources and digital tools based on the appropriateness to specific tasks  3d. process data and report results  4a. identify and define authentic problems and significant questions for investigation  4b. plan and manage activities to develop a solution or complete a project  5c. demonstrate personal responsibility for lifelong learning | CC.5.W.7 Research to Build and Present Knowledge: Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. |

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| 4.2.3 Maintain openness to new ideas by considering divergent opinions, changing opinions or conclusions when evidence supports the change, and seeking information about new ideas encountered through academic or personal experiences. | 1a. apply existing knowledge to generate new ideas, products, or processes  2a. interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media  2b. communicate information and ideas effectively to multiple audiences using a variety of media and formats  2c. develop cultural understanding and global awareness by engaging with learners of other cultures  2d. contribute to project teams to produce original works or solve problems  3b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media  4d. use multiple processes and diverse perspectives to explore alternative solutions | CC.5.W.7 Research to Build and Present Knowledge: Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.  CC.6.SL.1.c Comprehension and Collaboration: Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. |
| 4.2.4 Show an appreciation for literature by electing to read for pleasure and expressing an interest in various literary genres. |  |  |

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| 4.3 Responsibilities | | |
| 4.3.1 Participate in the social exchange of ideas, both electronically and in person. | 1b. create original work as a means of personal or group expression  2a. interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media  2b. communicate information and ideas effectively to multiple audiences using a variety of media and formats  2c. develop cultural understanding and global awareness by engaging with learners of other cultures  2d. contribute to project teams to produce original works or solve problems  5b. exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity |  |
| 4.3.2 Recognize that resources are created for a variety of purposes. | 3b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media  3c. evaluate and select information sources and digital tools based on the appropriateness to specific tasks | CC.K.R.L.5 Craft and Structure: Recognize common types of texts (e.g., storybooks, poems).  CC.1.R.L.5 Craft and Structure: Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.  CC.6.SL.2 Comprehension and Collaboration: Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study. |
| 4.3.3 Seek opportunities for pursuing personal and aesthetic  growth | 5c. demonstrate personal responsibility for lifelong learning |  |
| 4.3.4 Practice safe and ethical behaviors in personal electronic communication and interaction. | 5a. advocate and practice safe, legal, and responsible use of information and technology |  |
| 4.4 Self-Assessment Strategies | | |
| 4.4.1 Identify own areas of interest. | 1a. apply existing knowledge to generate new ideas, products, or processes  4a. identify and define authentic problems and significant questions for investigation |  |
| 4.4.2 Recognize the limits of own personal knowledge. |  |  |
| 4.4.3 Recognize when, why, and how to focus efforts in personal learning. |  |  |
| 4.4.4 Interpret new information based on cultural and social context. | 3b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and  media | CC.6.R.L.6 Craft and Structure: Explain how an author develops the point of view of the narrator or speaker in a text.  CC.6.SL.2 Comprehension and Collaboration: Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study. |
| 4.4.5 Develop personal criteria for gauging how effectively own ideas are expressed. |  |  |

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| 4.4.6 Evaluate own ability to select resources that are engaging and appropriate for personal interests and needs. | 3a. plan strategies to guide inquiry  3b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media  3c. evaluate and select information sources and digital tools based on the appropriateness to specific tasks  4b. plan and manage activities to develop a solution or complete a project  4c. collect and analyze data to identify solutions and/or make informed decisions |  |